



NATHANIYAL MURMU MEMORIAL COLLEGE

PROGRAMME OUTCOME OF THE DEPARTMENT OF **PHILOSOPHY** NATHANIYAL MURMU MEMORIAL COLLEGE TAPAN, DAKSHIN DINAJPUR

The specific program outcomes for a Bachelor of Arts in Philosophy may vary slightly depending on the university or college offering the program. However, generally, a Bachelor of Arts in Philosophy aims to provide students with a broad understanding of philosophy and its various branches, as well as critical thinking and analytical skills. Here are some common program outcomes you might expect:

1. **Knowledge of Philosophical discussion**

- Demonstrate a comprehensive understanding of major philosophical traditions, including Western and non-Western philosophies.

2. **Critical Thinking Skills:**

- Develop and apply critical thinking skills to analyze philosophical problems, arguments, and texts.

3. **Ethical Reasoning:**

- Apply ethical reasoning to address moral and ethical issues, considering diverse perspectives and ethical theories.

4. **Effective Communication:**

- Demonstrate effective written and oral communication skills in expressing complex philosophical ideas and arguments.

5. **Research Skills:**

- Conduct independent research on philosophical topics, utilizing appropriate research methods and sources.

6. **Logical Reasoning:**

- Apply formal and informal logic to construct and evaluate philosophical arguments.

7. **Philosophical Analysis:**

- Engage in philosophical analysis to explore and evaluate fundamental questions about existence, knowledge, reality, and values.

8. **Interdisciplinary Connections:**

- Recognize and articulate connections between philosophy and other disciplines, fostering interdisciplinary perspectives.

9. **Cultural and Global Awareness:**

- Develop an awareness of cultural and global contexts and how they influence philosophical thought.

10. Lifelong Learning:

- Cultivate a commitment to lifelong learning and intellectual curiosity, adapting to new ideas and perspectives.

11. Professional and Ethical Responsibility:

- Understand the professional and ethical responsibilities associated with philosophical inquiry and communication.

12. Application of Philosophy:

- Apply philosophical principles and theories to real-world issues and challenges.

It's important to note that the specific outcomes may vary, and students may have the opportunity to specialize in certain areas of philosophy based on their interests. Additionally, universities may have specific learning outcomes tailored to their program's unique features and goals. Students are encouraged to review the curriculum and program requirements of the specific institution offering the Bachelor of Arts in Philosophy for more detailed and accurate information.

NATHANIYAL MURMU MEMORIAL COLLEGE

SEMESTER –I

PHIG-C-1: INDIAN PHILOSOPHY

It is the course outcome of topics related to Indian philosophy, covering various schools of thought such as Cārvāka, Bauddha, Jaina, Nyāya, Vaiśeṣika, and Sāṃkhya. Each system has its unique perspectives on metaphysics, epistemology, and ethics. Let's briefly explore the key points mentioned in your outline:

1. Introduction:

(i) Nature of Indian Philosophy:

- Indian philosophy is diverse, encompassing a wide range of perspectives on the nature of reality, consciousness, ethics, and the ultimate purpose of life.

(ii) Division of Indian Philosophy: Āstika and Nāstika Systems:

- Indian philosophical traditions are traditionally categorized into orthodox (āstika) and heterodox (nāstika) systems. The orthodox systems accept the authority of the Vedas, while the heterodox ones do not.

(iii) Nāstika Systems: Cārvāka, Bauddha, Jaina:

- Nāstika systems include schools of thought that do not accept the Vedas as authoritative. This category includes Cārvāka (materialistic), Bauddha (Buddhist), and Jaina (Jain) philosophies.

2. The Cārvāka System:

(i) Positive Teachings:

- Cārvāka is a materialistic and atheistic philosophy that emphasizes the primacy of the material world. It acknowledges four basic elements (bhūtas) and views consciousness as a product of the body.

(ii) Non-admission of Vyoma:

- Cārvāka rejects the existence of space (vyoma) and denies the presence of an eternal soul separate from the body. It also rejects concepts like dharma and mokṣa.

3. The Bauddha System:

(i) Nairātmavāda:

- Bauddha philosophy holds the view of anātman (no-self) and the impermanence of all phenomena. The self (ātman) is considered a collection of impermanent and changing elements.

(ii) Kṣaṇikavāda:

- The idea that all things are in a state of constant flux and change, even within very short durations (kṣaṇa).

(iii) Four Noble Truths:

- Central to Buddhism, these truths address the nature of suffering, its cause, the possibility of its cessation, and the path leading to cessation.

4. The Jaina System:

(i) Syādavāda and its Relation to Anekāntavāda:

- Jaina philosophy introduces the doctrine of syādavāda, asserting that truth is multifaceted and can be expressed from different perspectives. This relates to anekāntavāda, the principle of non-absolutism.

(ii) Jaina Categories:

- Jaina philosophy categorizes reality into various substances, including jīva (living beings), ajīva (non-living entities), and āsrava (influx of karma).

1. The Nyāya System:

(i) Perception (Pratyakṣa):

- Nyāya examines the nature of perception, distinguishing between ordinary and extraordinary perception, as well as determinate and indeterminate perception.

(ii) Anumāna:

- Nyāya elaborates on inference (anumāna), discussing its components such as sādhyā (predicate), pakṣa (subject), hetu (reason), vyāpti (universal relation), and more.

2. The Vaiśeṣika System:

- Vaiśeṣika introduces seven fundamental categories (padārthas), including substance (dravya), quality (guṇa), and motion (karma).

3. The Sāṃkhya System:

- Sāṃkhya philosophy explores the principles of puruṣa (consciousness) and prakṛti (nature), detailing the process of evolution and the role of guṇas (qualities).

This summary provides a glimpse into the major concepts of each philosophical system outlined in your topics. Each school contributes unique perspectives to the rich tapestry of Indian

philosophy. If you have specific questions about any of these topics or if you'd like more detailed explanations, feel free to ask!

SEMESTER-II

PHIG-C-2: WESTERN PHILOSOPHY

The course outcomes for a course on Western Philosophy, particularly focusing on logic, might include the following:

Course Outcome -: Logic and Reasoning

1. Understanding Propositions and Categorical Propositions:

- Students should be able to identify and analyze propositions, distinguishing between different types of categorical propositions based on quality (affirmative or negative), quantity (universal or particular), and distribution of terms.

2. Mastery of the Traditional Square of Opposition:

- Students should comprehend and apply the traditional square of opposition, understanding the relationships between different types of categorical propositions (contradictory, contrary, subcontrary, and subaltern).

3. Immediate Inference Skills:

- Students should demonstrate the ability to perform immediate inferences, including conversion, obversion, and contraposition, applying these techniques to manipulate and analyze categorical propositions.

4. Exploration of Existential Import and Boolean Interpretation:

- Students should grasp the concept of existential import in propositions and apply Boolean interpretation to categorical propositions. They should be able to translate categorical propositions into standard form.

5. Categorical Syllogism Analysis:

- Students should understand the components of categorical syllogisms, including figure, mood, and rules of validity. They should be capable of testing syllogisms for validity using traditional methods and Venn diagrams. Students should also recognize and analyze fallacies in syllogistic reasoning.

6. Introduction to Symbolic Logic:

- Students should become familiar with the use of special symbols in symbolic logic. They should understand truth-functions, including conjunction, negation, disjunction, implication, equivalence, tautology, contradiction, and contingent statement forms. Proficiency in using truth-table methods for testing the validity of arguments and statement forms is expected.

7. Inductive Logic Skills:

- Students should develop an understanding of inductive reasoning, particularly argument by analogy. They should be able to apply criteria for evaluating analogical arguments and comprehend Mill's Methods of Experimental Enquiry in the context of inductive logic.

Assessment and Evaluation:

- Students will be assessed through assignments, quizzes, and exams that involve analyzing and constructing logical arguments, recognizing patterns in reasoning, and applying both deductive

and inductive logic principles. The ability to critically evaluate arguments and avoid common fallacies will be a significant aspect of the assessment.

SEMESTER-III

PHIG-C-3: ETHICS: INDIAN AND WESTERN

The course outcomes for a philosophy course focusing on ethical theories and perspectives may include:

Course Outcome - Ethical Theories and Perspectives

1. Understanding the Four Purusarthās:

- Students should be able to articulate and analyze the concept of the Four Purusarthās in Hindu philosophy, including dharma (righteous duty), artha (material well-being), kāma (desire), and mokṣa (liberation). They should grasp the interrelation between these purusarthās and understand the concepts of Sakāma and Niṣkāma karma, along with insights from Cārvāka Ethics.

2. Mastery of Buddhist Ethics:

- Students should be familiar with Buddhist ethical principles, particularly the Four Noble Truths and the Eight-Fold Path. They should understand the Buddhist perspective on the nature of suffering, its causes, the possibility of cessation, and the path leading to the cessation of suffering.

3. Distinguishing Moral and Non-Moral Actions:

- Students should be able to differentiate between moral and non-moral actions and understand the object of moral judgment. They should engage with ethical scenarios and identify the ethical dimensions of various actions.

4. Exploration of Teleological and Deontological Ethics:

- Students should comprehend the core principles of teleological ethics, focusing on Utilitarianism as developed by Bentham and Mill. They should also delve into deontological ethics, particularly Kant's moral theory, understanding the notions of duty, categorical imperative, and the grounding of moral principles.

5. Theories of Punishment:

- Students should explore different theories of punishment, understanding the ethical justifications behind various approaches. This may include retributive, deterrent, rehabilitative, and restorative theories. They should analyze the moral implications and societal impact of these theories.

Assessment and Evaluation:

- Assessment will involve examinations, essays, and discussions to evaluate students' comprehension of ethical theories and their ability to apply these theories to real-world situations. Case studies and ethical scenarios may be used to assess students' critical thinking and ethical decision-making skills.

SEMESTER-IV

PHIG-C-4: PSYCHOLOGIES

The course outcomes for a psychology course covering foundational topics may include:

Course Outcome - Introduction to Psychology

1. Definition, Nature, and Scope of Psychology:

- Students should be able to define psychology and understand its nature and scope. They should recognize the scientific methods employed in psychology, including introspection, observation, and experimental approaches.

2. Sensation and Perception:

- Students should have a comprehensive understanding of sensation, including its definition, nature, classification, and attributes. They should be able to relate perception to sensation, explore the Gestalt theory, and identify instances of illusion and hallucination.

3. Memory:

- Students should grasp the definition of memory and factors influencing it. They should understand the causes of forgetting and be familiar with the laws of association governing memory.

4. Learning:

- Students should be acquainted with various theories of learning, including trial and error methods, Gestalt or insight theory, classical conditioning theory, and operant conditioning theory. They should understand the basic principles underlying each theory.

5. Attention:

- Students should comprehend the nature and types of attention, along with the conditions that influence attention.

6. Intelligence:

- Students should understand the nature of intelligence, methods for its measurement, and be familiar with the Binet-Simon test of intelligence.

7. Consciousness:

- Students should recognize the different states of consciousness, including conscious, sub-conscious, and unconscious states. They should be able to provide evidence supporting the existence of each state.

8. Dreams:

- Students should understand Freud's theory of dreams and its significance in the context of psychology.

9. Emotion:

- Students should be able to define emotion, understand its nature, and explain the James-Lange theory of emotion.

Assessment and Evaluation:

- Assessment methods may include examinations, quizzes, essays, and practical exercises. Students might be evaluated on their ability to apply psychological concepts to real-world scenarios and demonstrate critical thinking skills.

SEMESTER-V

PHIG-DSE-1A: WESTERN EPISTEMOLOGY AND METAPHYSICS

The course outcomes for a philosophy course covering epistemology and metaphysics may include:

Course Outcome - Epistemology and Metaphysics

1. Understanding Different Senses of 'Know' and Propositional Knowledge:

- Students should be able to distinguish between various senses of the term 'know' and articulate the conditions necessary for propositional knowledge. They should understand the debates surrounding knowledge and be able to evaluate different positions.

2. Exploration of the Origin of Concepts:

- Students should comprehend the origin of concepts from both rationalist and empiricist perspectives. They should be familiar with the views of Descartes and Leibniz (concept rationalism) and Locke, Berkeley, and Hume (concept empiricism).

3. Theories of the Origin of Knowledge:

- Students should understand the major theories explaining the origin of knowledge, including rationalism, empiricism, and Kant's Critical Theory. They should be able to compare and contrast these perspectives.

4. Realism and Idealism as Theories of Reality:

- Students should be able to distinguish between realism and idealism as theories of reality. They should understand the subtypes of realism, including naïve realism and representative realism, as well as subjective idealism.

5. Causality:

- Students should understand different theories of causality, including the entailment theory and regularity theory. They should be able to critically analyze these theories and evaluate their strengths and weaknesses.

6. Mind-Body Problem:

- Students should be familiar with the mind-body problem and understand various solutions, including interactionism, parallelism, and the identity theory. They should be able to assess the implications of each solution.

7. Substance:

- Students should comprehend different theories of substance from both empiricist and rationalist perspectives. They should be able to articulate the core ideas and implications of each theory.

Assessment and Evaluation:

- Assessment methods may include examinations, essays, and presentations. Students might be evaluated on their ability to critically analyze philosophical texts, construct well-reasoned arguments, and apply philosophical concepts to various scenarios.

SEMESTER-VI

PHIG-DSE-2 A: SOCIO-POLITICAL PHILOSOPHY

The course outcomes for a social philosophy and political philosophy course may include:

Course Outcome - Social and Political Philosophy

1. Nature and Scope of Social Philosophy and Political Philosophy:

- Students should understand the nature and scope of social philosophy and political philosophy, including the key questions and concerns addressed within these branches of philosophy.

2. Basic Concepts:

- Students should be familiar with fundamental concepts such as society, community, association, and institution. They should grasp the nuanced differences and relationships between these concepts.

3. Social Group and its Different Forms:

- Students should be able to identify and analyze various forms of social groups, understanding how these groups contribute to the structure and dynamics of societies.

4. Social Codes:

- Students should comprehend different types of social codes, including religious and moral codes, customs, laws, and the broader concepts of culture and civilization. They should understand how these codes shape social behavior.

5. Social Class and Caste:

- Students should understand the principles and attitudes of class-consciousness, exploring the distinctions between social class and caste. They should be able to analyze the implications of these social structures.

6. Ideas of Equality, Liberty, and Justice:

- Students should be familiar with key concepts in political philosophy, including equality, liberty, and justice. They should understand different philosophical perspectives on these ideas.

7. Political Ideals:

- Students should grasp the concepts of democracy and socialism, exploring their different forms and variations. They should be able to critically analyze the principles and implications associated with these political ideals.

8. Concept of Human Rights and Discrimination:

- Students should understand the concept of human rights and be able to identify instances of discrimination based on sex, race, caste, and religion. They should be familiar with philosophical discussions on the ethical dimensions of discrimination.

Assessment and Evaluation:

- Assessment methods may include essays, research papers, presentations, and exams. Students might be evaluated on their ability to critically analyze social and political concepts, apply philosophical principles to real-world scenarios, and articulate well-reasoned arguments.

PHIG-DSE-2B: CONTEMPROARY INDIAN PHILOSOPHY

The course outcomes for a philosophy course that covers the philosophical perspectives of Swami Vivekananda, R.N. Tagore, and M.K. Gandhi may include the following:

Course Outcome - Philosophical Perspectives of Vivekananda, Tagore, and Gandhi

1. Swami Vivekananda:

- Students should understand the philosophical views of Swami Vivekananda, including his perspectives on the nature of man, the nature of religion, the concept of universal religion, and his humanistic approach. They should be able to articulate Vivekananda's ideas and recognize their influence on ethical and spiritual thought.

2. R.N. Tagore:

- Students should be familiar with the philosophical contributions of Rabindranath Tagore. This includes Tagore's views on the nature of man, his reflections on the nature of religion, and his concept of "Surplus in Man." Students should grasp Tagore's emphasis on the creative and spiritual aspects of human existence.

3. M.K. Gandhi:

- Students should understand Mahatma Gandhi's philosophy, particularly his concepts of Swaraj (self-rule), Sarvodaya (the welfare of all), and his commitment to truth (Satya) and non-violence (Ahimsa). They should be able to analyze Gandhi's ideas in the context of social and political movements and their relevance to contemporary ethical and political challenges.

Assessment and Evaluation:

- Assessment methods may include essays, presentations, and exams. Students might be evaluated on their ability to articulate and critically analyze the philosophical perspectives of Swami Vivekananda, R.N. Tagore, and M.K. Gandhi. Emphasis may be placed on connecting these perspectives to broader ethical, spiritual, and societal contexts.

PHIG-SEC-1: PHILOSOPHY OF HUMAN RIGHTS

The course outcomes for a course on human rights might include:

Course Outcome - Human Rights

1. Definition and Nature of Human Rights:

- Students should be able to articulate a clear definition of human rights and understand the foundational principles that underlie the concept. They should grasp the nature of human rights as universal, inherent, and inalienable rights that apply to all individuals.

2. Natural Right, Fundamental Right, and Human Right: The Distinction:

- Students should be able to distinguish between natural rights, fundamental rights, and human rights. They should understand the historical development of these concepts and recognize the unique features that define human rights.

3. Preamble, Fundamental Rights, and Duties (Indian Constitution):

- Students should have a comprehensive understanding of the Preamble to the Indian Constitution, fundamental rights enshrined in the Constitution, and the corresponding duties. They should be able to analyze the interplay between rights and duties in the Indian constitutional framework.

4. The Idea of Human Rights: Origins and Historical Developments:

- Students should be familiar with the historical development of the idea of human rights, tracing its origins and evolution through ancient, modern, and contemporary periods. They should understand key milestones and influential documents that have shaped the concept of human rights globally.

Assessment and Evaluation:

- Assessment methods may include essays, research papers, presentations, and exams. Students might be evaluated on their ability to critically analyze the conceptual distinctions, understand the constitutional framework related to human rights, and trace the historical development of the idea of human rights.

PHIG-SEC-2: PHILOSOPHY AND PRACTICE

The course outcomes for a course that covers topics related to society, family, values, man and technology, religious pluralism, and the changing roles of women might include:

Course Outcome - Society, Family, Values, Technology, Religious Pluralism, and Women

1. Society, Family, and Values:

- Students should be able to analyze the interplay between society, family, and values. They should understand the impact of societal structures on family dynamics and the reciprocal influence of family values on societal norms.

2. Man and Technology:

- Students should comprehend the relationship between humanity and technology. They should explore the ethical, social, and cultural implications of technological advancements and critically analyze how technology shapes human behavior and society.

3. Religious Pluralism:

- Students should understand the concept of religious pluralism and be able to analyze its implications for society. They should explore the challenges and opportunities presented by religious diversity and understand the importance of interfaith dialogue.

4. The New Face of Women:

- Students should be familiar with the changing roles and status of women in contemporary society. They should analyze the challenges and advancements related to gender equality, exploring the evolving narratives and representations of women in various contexts.

Assessment and Evaluation:

- Assessment methods may include essays, presentations, case studies, and examinations. Students might be evaluated on their ability to critically analyze the interactions between society, family, values, technology, religious pluralism, and the changing roles of women. Emphasis may be placed on applying theoretical perspectives to real-world scenarios.